DOCUMENT RESUME

ED 269 610 CE 044 416

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TITLE Developing and Improving Written Communication: Grammar, Abbreviations, and Capitalization. Competency Test Package. Office Occupations. Instructor's Guide.
INSTITUTION East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE 84
NOTE 53p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.
AVAILABLE FROM Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Abbreviations; Behavioral Objectives; *Business Correspondence; Business Skills; *Capitalization (Alphabetic); Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; *Grammar; Learning Modules; Office Occupations Education; Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; Spelling; Student Evaluation; *Test Items; Vocational Education; Writing Instruction; Writing Skills

ABSTRACT

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover grammar, abbreviations, and capitalization as they are used in office communications such as memorandums, reports, letters, and letterhead stationery. (This competency test package can be coordinated with a slide/tape module.) (KC)

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DEVELOPING AND IMPROVING WRITTEN COMMUNICATION:

Grammar, Abbreviations, and Capitalization

Competency Test Package

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DEVELOPING AND IMPROVING WRITTEN COMMUNICATION:

Grammar, Abbreviations, and Capitalization

Competency Test Package

Prepared by Donna Hines

Published by
Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

in cooperation with
Texas Education Agency
Occupational Education and Technology
Austin, Texas

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FIRST EDITION

1984

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DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

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ACKNOWLEDGEMENTS

We wish to thank the following advisory committee members and their employers for their cooperation in reviewing, evaluating, and field testing the materials developed through this project.

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Our sincere appreciation is extended to these individuals for their time and expert advice in preparing this material. Special credit is given to the support staff of the Occupational Curriculum Laboratory for their assistance in preparing this publication.

Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests have been developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure students' attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS

TO

SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perfo Often these difficulties can be overcome or eliminated through mod cations in the training program. Performance standards should not be reduced, t rather the student's potential ability should be realistically identified a carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two good resources are published by the Occupational Curriculum Laboratory. The Texas Handbook for Serving Vocational Special Needs Students will be available during the 1984-85 school year. A second publication, Special Needs Adaptations for Office Education Teachers, describes in depth students who are hearing impaired, mentally retarded, physically impaired, and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunities to adapt evaluation measures to special needs students.

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

DEVELOPING AND IMPROVING WRITTEN COMMUNICATION:
GRAMMAR, ABBREVIATIONS, AND CAPITALIZATION.

The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation, and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to the regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction:

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills, could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

   This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. SKills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives

2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective

3. Sample, 50-point objective test compiled from the pool of questions that may be easily reproduced and used in a group or individual setting

4. Performance test activities that challenge the student to put the learned skill into practical application

5. Answer keys and a checklist for evaluating the test competencies

6. Color-coded materials for convenience in locating components:

BROWN	-	performance objectives	PERFORMANCE OBJECTIVES
GREEN	-	pool of objective questions	OBJECTIVE QUESTIONS
YELLOW	-	sample objective test	OBJECTIVE TEST
BLUE	-	performance test situations	PERFORMANCE TEST
PINK	-	answer keys	ANSWER KEYS

INSTRUCTOR'S GUIDE
SPECIFIC INSTRUCTIONS

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities.

After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students. A copy of the mailability criteria should be provided for each student.

Prerequisite Skills

To satisfactorily complete this competency test, the student will need the following skills which are not taught in this slide/tape presentation:

1. Accurate typing skills if documents are to be retyped.
2. A basic knowledge of styles of letters, memoranda, and reports.

Needed Equipment and Supplies

In addition to the test materials, the student will need typing paper, supplies for making neat corrections, and access to a typewriter.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.
2. Prepare the room with adequate seating, sufficiently spaced to maintain control.
3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.
4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.
5. Distribute and explain the criteria for mailability.
6. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.
7. Monitor students during the administration of the test to provide control for valid results.

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

PERFORMANCE OBJECTIVES

1. The student will be able to identify and use correctly singular, plural, and compound subject/verb agreements in simple, compound, and complex sentences.

2. The student will be able to identify and use correctly common nouns of foreign origin in subject/verb agreements.

3. The student will be able to identify and use correctly positive, comparative, and superlative degrees of adjectives, as well as absolute adjectives.

4. The student will be able to form and use correctly singular and plural possessive nouns.

5. The student will be able to identify and use correctly homonyms and other word pairs with confusing meanings.

6. The student will be able to identify and use correctly common and miscellaneous abbreviations.

7. The student will be able to use capitalization rules correctly.

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satisfactorily completed.

1. 50-point objective test (approximate time: 45 minutes)
   Completed with at least 70 percent accuracy. _____

2. Performance test (approximate time: one hour to find and correct errors; two hours to find and correct errors and retype documents)

   A. Memorandum completed with at least 70 percent accuracy.
      (1) Student found and corrected 7 grammar errors. _____
      (2) Student found and corrected 6 abbreviation errors. _____
      (3) Student found and corrected 9 vocabulary errors. _____
      (4) Student found and corrected 3 capitalization errors. _____
      (5) Document was accurately retyped in designated format. _____
      (6) Rate the mailability of the memo M+, M, M-. _____

   B. Report completed with at least 70 percent accuracy. _____
      (1) Student found and corrected 10 grammar errors. _____
      (2) Student found and corrected 5 abbreviation errors. _____
      (3) Student found and corrected 8 vocabulary errors. _____
      (4) Student found and corrected 9 capitalization errors. _____
      (5) Document was accurately retyped in designated format. _____
      (6) Rate the mailability of the report M+, M, M-. _____

   C. Letter #1 completed with at least 70 percent accuracy. _____
      (1) Student found and corrected 4 grammar errors. _____
      (2) Student found and corrected 8 abbreviation errors. _____
      (3) Student found and corrected 5 vocabulary errors. _____
      (4) Student found and corrected 18 capitalization errors. _____
      (5) Document was accurately retyped in designated format. _____
      (6) Rate the mailability of the letter M+, M, M-. _____

   D. Letter #2 completed with at least 70 percent accuracy. _____
      (1) Student found and corrected 7 grammar errors. _____
      (2) Student found and corrected 6 abbreviation errors. _____
      (3) Student found and corrected 10 vocabulary errors. _____
      (4) Student found and corrected 18 capitalization errors. _____
      (5) Document was accurately retyped in designated format. _____
      (6) Rate the mailability of the letter M+, M, M-. _____

   E. Letter #3 completed with at least 70 percent accuracy. _____
      (1) Student found and corrected 5 grammar errors. _____
      (2) Student found and corrected 13 abbreviation errors. _____
      (3) Student found and corrected 8 vocabulary errors. _____
      (4) Student found and corrected 23 capitalization errors. _____
      (5) Document was accurately retyped in designated format. _____
      (6) Rate the mailability of the letter M+, M, M-. _____

CRITERIA FOR MAILABLE DOCUMENTS

The criteria for evaluating mailability of performance test activities is adapted from the 1982-83 Secondary Competitive Events Guidelines, which includes three levels of mailability: M+, M, M-. Documents will be accepted in any approved style or format, or as specified in the directions. Credit can be given for partially completed problems.

I. M+ Mailable, perfect

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Contains no omissions in the body or opening and closing lines.
- D. Neatly completed with good placement of document on the page.

II. M Mailable

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Neatly made but excessive corrections.
- D. Less than ideal placement or spacing of the document on the page.
- E. Omission of enclosure notation or reference initials.
- F. Acceptable but undesireable division of words.
- G. Acceptable but not most desireable use of capitalization or punctuation.
- H. Omission or addition of word or words that do not change the meaning of a sentence.

III. M- Not Mailable

- A. Instructions were not followed.
- B. Uncorrected typographical errors.
- C. Uncorrected, obvious strikeovers.
- D. Misspelled words.
- E. Essential punctuation or capitalization violation.
- F. Basic grammar violations.
- G. Omission or addition of word or words that change the meaning of a sentence.
- H. Total incorrect placement or spacing of the document on the page.
- I. Omission of a part of the document, i.e., date, inside address.
- J. Distracting corrections, i.e., obvious use of liquid paper or correction tape, smudges, hole in paper, poor alignment, and incomplete erasures.

OBJECTIVE TEST FOR:
DEVELOPING AND IMPROVING WRITTEN COMMUNICATION:
GRAMMAR, ABBREVIATIONS, AND CAPITALIZATION

NAME_____

DATE_____

Circle the correct word to complete the following sentences.

1. Everyone on the team (is, are) excited about the game.
2. The coach, as well as all the players, (has, have) worked hard for the championship.
3. The alumni (is, are) backing the team all the way.
4. Twenty-one to eighteen (was, were) the score of the final game.
5. The coach stated, "The criteria for success (is, are) a lot of hard work and practice, practice, practice!"
6. Cake and ice cream (was, were) served at the victory celebration.
7. There are many (formulae, formula) for success.
8. Have you collected enough (data, datum) for the report?
9. A set of (parenthesis, parentheses) is used in algebraic equations.
10. The emergency room was the scene of one (crisis, crises) after another.
11. Ms. Johnston is the (more, most) conscientious worker in the office.
12. Chris works (hard, harder, hardest) than any other secretary in the office.
13. The checkerboard was (square, nearly square, almost square).
14. Your score on the test was (badder, worse, worst) than mine.
15. Which is the (less, lesser, least) expensive of the three cars?
16. Your proposal will not (effect, affect) my decision to (effect, affect) some changes in our company.
17. The (personal, personnel) business of the employees is of no concern to the manager of the (personal, personnel) department.
18. The new stock will be equally divided (among, between) the president and vice president, while the profits will be divided (among, between) the stockholders.
19. If the workers (accept, except) the new contract, no one will work on holidays, (accept, except) security officers.
20. The school has (less, fewer) students this semester and (less, fewer) participation in extracurricular activities.

Circle T for TRUE and F for FALSE for the following statements.

T F 21. Errors are not as noticeable in spoken communication, but are very apparent in written form.

T F 22. When used as a subject, an amount of money, such as $650, requires a plural verb.

T F 23. The contraction "doesn't" is used as a plural verb, while "don't" is a singular verb.

T F 24. When a compound subject is viewed as one unit, it requires a singular verb.

T F 25. Use the superlative degree of adjectives when evaluating the qualities of two people.

T F 26. Examples of absolute adjectives are "good," "better," and "best."

T F 27. Use the positive degree of adjectives to describe the qualities of one person or thing.

T F 28. Words such as "perfect," "accurate," and "unique" are superlative adjectives and are used to show the best possible quality of a person or object.

T F 29. Possessive nouns show the ownership of an object to a person.

T F 30. The apostrophe is used only to form possessive nouns.

T F 31. Only one "'s" is needed to show joint ownership, as in "Romeo and Juliet's love story."

T F 32. The singular possessive form of a two-syllable name ending in an "s" or sounds of "s" uses only an apostrophe, as in "Confucius' sayings."

T F 33. An abbreviation is a shortened form of the word and should be used to save space in charts, graphs, and written text.

T F 34. Always abbreviate the titles Ms., Mr., or Dr. when they are used before a person's name.

T F 35. Titles, such as governor, senator, ambassador, should always be written in full to show proper respect.

T F 36. City and state names should be abbreviated in addresses and spelled in full when used in sentences.

T F 37. Capitalize a title that precedes a person's name.

T F 38. The words WINTER, SPRING, SUMMER, and FALL are capitalized in written text.

T F 39. The first letter of items shown in lists or outlines may be capitalized or lower case letters.

T F 40. Always capitalize the word PRESIDENT when it refers to the current or past leader of the United States.

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Write the correct possessive form of the noun in the blank to complete each sentence.

41. Today is (Chris) _____ birthday.

42. The party hats looked festive upon the (child)_____heads.

43. (Al and Bertha Jones)_____ gift was very beautiful.

44. My two (sister-in-law)_____ cards were humorous.

45. Next month will be (Sally and James)_____birthday parties.

Circle the letters that should be capitalized and include the proper punctuation for abbreviations.

46. the apple microcomputer will be sent, cod, on april 12 and should arrive before 5 pm on friday.

47. the author used roman numerals to mark the chapters of the book entitled, word processing in the office.

48. the age of reason began in england and france during the eighteenth century after the period of the renaissance.

49. the federal bill was introduced by senator cranston, passed by both houses of congress, but vetoed by the president.

50. do you prefer living in the west, or living east of the mississippi river?

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

Performance Objective 1 The student will be able to identify and use correctly singular, plural, compound subject/verb agreements in simple, compound, and complex sentences.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Language arts and communication skills are vital for good office employees.

T F 2. Errors are not as noticeable in spoken communication, but are very apparent in written form.

T F 3. A singular verb can be used with either a singular or plural subject.

T F 4. In a compound subject, one subject may be singular and the other plural.

T F 5. A compound subject connected with "or" must be used with a plural verb.

T F 6. When a compound subject is viewed as one unit, it requires a singular verb.

T F 7. When the person or things of a collective noun work together as a unit, the subject requires a plural verb.

T F 8. Samples of collective nouns are committee, jury, and faculty.

T F 9. Units of collective nouns work together for a common purpose, or at times, can be considered individually.

T F 10. When used as a subject, the phrase "the number of women" requires a plural verb.

T F 11. When used as a subject, an amount of money, such as $650, requires a plural verb.

T F 12. The contraction "doesn't" is used as a plural verb while "don't" is a singular verb.

Circle the correct word to complete the sentence.

13. Our team (is, are) going to the play-off finals.

14. Everyone on the team (is, are) excited about the game.

15. The coach, as well as all the players, (has, have) worked hard for the championship.

16. The alumni (is, are) backing the team all the way.

17. Twenty-one to eighteen (was, were) the score of the final game.

18. The other team (doesn't, don't) like to admit defeat.

19. A group of reporters (was, were) anxious to interview the players.

20. The coach stated, "The criteria for success (is, are) a lot of hard work and practice, practice, practice!"

21. A number of fans (wants, want) to give the team a victory dinner.

22. Cake and ice cream (was, were) served at the victory celebration.

Underline the SUBJECT once and the VERB twice.

23. Wear and tear on equipment is an inevitable business expense.

24. A number of improvements will be made in our office.

25. Barker Brothers is having a sale on office equipment.

26. There are many good models from which to choose.

27. The committee disagree on the type of equipment to buy.

28. The president and board of directors will make the final decision.

29. Headquarters for our company will approve the plan.

30. Every man and woman is expected to help out during the remodeling.

31. Three-quarters of the work has been completed.

32. After remodeling, our office will be more comfortable and efficient.

Performance Objective 2 The student will be able to identify and use correctly common nouns of foreign origin in subject/verb agreements.

Circle the correct word to complete the sentence.

1. There are many (formula, formulae) for success.
2. Democracy is the (basis, bases) for our federal government.
3. Have you collected enough (data, datum) for the report?
4. A set of (parenthesis, parentheses) is used in algebraic equations.
5. The master's (thesis, theses) was reviewed by the committee.
6. The (curriculum, curricula) at the university are outstanding.
7. The (alumnus, alumni) association will meet today.
8. The teacher developed a (criterion, criteria) by which to judge the student's work.
9. The artist used several (stylus, styli) to draw on the stencil.
10. The emergency room was the scene of one (crisis, crises) after another.

The following list contains singular and plural nouns of foreign origin. Mark the SINGULAR nouns with an "S" and the PLURAL nouns with "P."

11. _____ criterion	18. _____ alumni	25. _____ theses
12. _____ data	19. _____ crisis	26. _____ datum
13. _____ alumna	20. _____ criteria	27. _____ syllabus
14. _____ index	21. _____ curriculum	28. _____ hypotheses
15. _____ curricula	22. _____ bases	29. _____ diagnoses
16. _____ stylus	23. _____ antenna	30. _____ bacteria
17. _____ basis	24. _____ formula	

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

Performance Objective 3 The student will be able to identify and use correctly positive, comparative, and superlative degrees of adjectives, as well as absolute adjectives.

Circle T for TRUE and F for FALSE in the following statements.

T F 1. Use the superlative degree of adjectives when evaluating the qualities of two people.

T F 2. Use the comparative degree of adjectives when evaluating the qualities of three or more people.

T F 3. Use the positive degree of adjectives to describe the qualities of one person or thing.

T F 4. Examples of absolute adjectives are "good," "better," and "best."

T F 5. The comparative degree is formed by adding "er" to an adjective or using the word "more" before it.

T F 6. The superlative degree is formed by adding "est" to an adjective or using the word "most" before it.

T F 7. Never use both the "er" ending and the word "more" before an adjective.

T F 8. By using the "est" ending on an adjective and the word "more" before it, the positive degree is formed.

T F 9. Words such as "perfect," "accurate," and "unique" are superlative adjectives and are used to show the best possible quality of a person or object.

T F 10. Absolute adjectives cannot be used for comparison.

Identify the degree of the following adjectives by marking A for ABSOLUTE, C for COMPARATIVE, P for POSITIVE, and S for SUPERLATIVE.

11. _____ enjoyable
12. _____ good
13. _____ round
14. _____ more beautiful
15. _____ delicious
16. _____ square
17. _____ better
18. _____ white
19. _____ faster
20. _____ lovely
21. _____ most generous
22. _____ daily
23. _____ prettier
24. _____ large
25. _____ cooler
26. _____ brighter
27. _____ farthest
28. _____ unique
29. _____ worst
30. _____ annual
31. _____ most expensive
32. _____ gorgeous
33. _____ heaviest
34. _____ best
35. _____ perfect

Circle the correct adjective to complete the sentence.

36. Of the two plans presented, I like yours (good, better, best).

37. Ms. Johnston is the (more, most) conscientious worker in the office.

38. Houston is the (large, larger, largest) city in Texas.

39. Chris works (hard, harder, hardest) than any other secretary in the office.

40. Your job is (easy, easier, easiest).

41. The checkerboard was (square, nearly square, almost square).

42. Mr. Jones's instructions were (difficult, more difficult, most difficult) to understand.

43. Your score on the test was (badder, worse, worst) than mine.

44. Which is the (less, lesser, least) expensive of the three cars?

45. The complaints today were (few, fewer, fewest) than those of yesterday.

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:

Grammar, Abbreviations, and Capitalization

Performance Objective 4 The student will be able to form and use correctly singular and plural possessive nouns.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. An apostrophe is used to form both singular and plural possessive nouns.

T F 2. Possessive nouns show the ownership of an object to a person.

T F 3. It is not important where the apostrophe is placed as long as one is used.

T F 4. The apostrophe is used only to form possessive nouns.

T F 5. The "'s" is always placed at the end of compound nouns to form the possessive.

T F 6. Only one "'s" is needed to show joint ownership, as in "Romeo and Juliet's love story."

T F 7. When items are individually owned by several poeple, each name in the sentence needs an "'s" to show ownership.

T F 8. Plural forms of nouns need an "'s."

T F 9. The singular possessive form of a two-syllable name ending in an "s" or sounds of "s" uses only an apostrophe, as in "Confucius' sayings."

T F 10. To form the singular possessive of an abbreviation, add "s'" as in "AAAs' insurance rates."

Write the correct possessive form of the noun in the blank to complete each sentence.

11. Today is (Chris) _____ birthday.

12. As the young guests arrived, the (child) _____face gleamed with excitement.

13. The party hats looked festive upon the (child) _____heads.

14. The (cake) _____ candles lit up the room.

15. (Al and Bertha Jones) _____ gift was very beautiful.

16. My two (sister-in-law)_____cards were humorous.

17. Instead of playing pin the tail on the donkey, we pinned on (fox)_____tails.

18. (Betty Ray, the grandmother)_____ presence was an unexpected treat.

19. The children talked about the (party) _____success for days.

20. Next month will be (Sally and James)_____birthday parties.

Form the singular and plural possessive nouns for the following words.

SINGULAR	SINGULAR POSSESSIVE	PLURAL POSSESSIVE
21. father		
22. company		
23. man		
24. boss		
25. child		
26. fox		
27. firefighter		
28. deer		
29. wife		
30. lady		
31. employee		
32. secretary		
33. Mary		
34. James		
35. Mrs. Rodriguez		
36. mother-in-law		
37. clerk-typist		
38. attorney general		
39. curriculum		
40. alumnus		

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DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

Performance Objective 5 The student will be able to identify and use correctly homonyms and other word pairs with confusing meanings.

Circle the correct word to complete the sentence.

1. Your proposal will not (effect, affect) my decision to (effect, affect) some changes in our company.
2. The student has a (good, well) memory and does (good, well) on tests.
3. A great deal of (capital, capitol) expense was needed to restore the (capital, capitol) building.
4. The maintenance supervisor is in charge of the (fiscal, physical) plant, while the business director handles (fiscal, physical) matters.
5. The (personal, personnel) business of the employees is of no concern to the manager of the (personal, personnel) department.
6. The new stock will be equally divided (among, between) the president and vice-president, while the profits will be divided (among, between) the stockholders.
7. You will have to travel (farther, further) to the meeting to receive (farther, further) information about the product.
8. If the workers (accept, except) the new contract, no one will work on holidays, (accept, except) security officers.
9. The school had (less, fewer) students this semester and (less, fewer) participation in extracurricular activities.
10. Check the invoice for the correct (amount, number) of items and the (amount, number) of grain to be shipped.

Circle the correct word to match the meanings below.

11. (RESPECTIVELY, RESPECTFULLY) Regard to; showing reverance.
12. (AFFECT, EFFECT) A verb meaning to bring about; a noun meaning result.
13. (AMOUNT, NUMBER) Refers to things measured by bulk.
14. (ACCEPT, EXCEPT) To receive favorably; to assume an obligation.
15. (ADAPT, ADOPT) To make fit for a special use.
16. (STATIONERY, STATIONARY) Fixed in a permanent position; immobile.
17. (FORMERLY, FORMALLY) At an earlier time.
18. (AFFECT, EFFECT) A verb meaning influence, change, make an impression on.

Circle the correct word to match the meanings below.

19. (CAPITAL, CAPITOL) Assets that add to the long-term net worth of a corporation.

20. (ACCEPT, EXCEPT) To take or leave out from the whole.

21. (ADAPT, ADOPT) To accept formally and put into use.

22. (FORMERLY, FORMALLY) Based on conventional form or rules.

23. (CAPITAL, CAPITOL) The building in which a legislative body meets.

24. (AMOUNT, NUMBER) Refers to things counted individually.

25. (FARTHER, FURTHER) At a greater distance.

26. (STATIONERY, STATIONARY) Writing paper.

27. (RESPECTIVELY, RESPECTFULLY) In the order given, separately.

28. (LAY, LIE) A verb meaning to rest or recline.

29. (FARTHER, FURTHER) In addition to.

30. (LAY, LIE) A verb meaning to put or place.

OBJECTIVE DIAGNOSTIC 025

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

Performance Objective 6 The student will be able to identify and use correctly common and miscellaneous abbreviations.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. An abbreviation is a shortened form of the word and should be used to save space in charts, graphs, and written text.

T F 2. Always abbreviate the titles Ms., Mr., or Dr. when they are used before a person's name.

T F 3. Titles, such as governor, senator, ambassador, should always be written in full to show proper respect.

T F 4. Titles or degrees used after a personal name are abbreviated, such as Ph.D., Jr., or M.D.

T F 5. Follow the example on letterheads, invoices, etc, to determine whether or not to use abbreviated words in company names.

T F 6. City and state names should be abbreviated in addresses and spelled in full when used in sentences.

T F 7. The word "Saint" is abbreviated "St." when used with a personal or city name.

T F 8. Units of weights and measures, such as feet, pounds, gallons, and inches, should be abbreviated in written text, charts, and tables.

T F 9. Elements of time, such as noon, midnight, a.m., and p.m. should be abbreviated.

T F 10. Some commonly used abbreviations are punctuated with periods (A.D., a.m., f.o.b.); others do not use periods (COD, EST, PTA).

Write the correct abbreviation for each of the following words. Remember to include necessary punctuation and proper capitalization.

11. _____ afternoon
12. _____ amount
13. _____ before Christ
14. _____ California
15. _____ Captain
16. _____ boulevard
17. _____ cash on delivery
18. _____ company
19. _____ department
20. _____ doctor
21. _____ et cetera
22. _____ feet

Write the correct abbreviation for each of the following words. Remember to include necessary punctuation and proper capitalization.

23. _____ free on board
24. _____ Friday
25. _____ governor
26. _____ inches
27. _____ incorporated
28. _____ January
29. _____ junior
30. _____ liter
31. _____ memorandum
32. _____ meter
33. _____ midnight
34. _____ Minnesota
35. _____ Mister
36. _____ Miss
37. _____ Mistress
38. _____ New York
39. _____ noon
40. _____ northeast
41. _____ paid
42. _____ postscript
43. _____ Saint Paul
44. _____ senator
45. _____ quart
46. _____ street

47. _____ central standard time
48. _____ Doctor of Education
49. _____ Doctor of Philosophy
50. _____ respondez s'il vous plait
51. _____ Parent Teacher Association
52. _____ Certified Public Accountant
53. _____ American Medical Association
54. _____ Certified Professional Secretary
55. _____ Master of Business Administration
56. _____ Federal Bureau of Investigation
57. _____ International Business Machines
58. _____ Young Men's Christian Association
59. _____ Society for the Prevention of Cruelty to Animals
60. _____ National Association for the Advancement of Colored People

Performance Objective 7 The student will be able to use capitalization rules correctly.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The first letter of items shown in lists or outlines may be capitalized or lower case letters.

T F 2. The words WINTER, SPRING, SUMMER, and FALL are capitalized in written text.

T F 3. Capitalize all proper nouns and proper adjectives, such as FRANCE and FRENCH.

T F 4. Capitalize a title that precedes a person's name.

T F 5. Do not capitalize a title that follows a person's name, unless it is a high-ranking government official.

T F 6. Capitalize all words expect articles, conjunctions, and prepositions in the titles of books, plays, and movies.

T F 7. Capitalize the words NORTH, EAST, WEST, and SOUTH when they indicate direction.

T F 8. Capitalize brand or trade names, such as ASPIRIN, RAYON, and JEANS.

T F 9. Capitalize each word of the complimentary close of a letter.

T F 10. Always capitalize the word PRESIDENT when it refers to the current or past leader of the United States.

Circle the letters that should be capitalized and include the proper punctuation for abbreviations.

11. in the spring, former members of the french foreign legion will meet in austin for their twentieth reunion.

12. the apple microcomputer will be sent, cod, on april 12 and should arrive before 5 pm on friday.

13. the constitution of the united states says, "all men are created equal."

14. the author used roman numerals to mark the chapters of the book entitled, word processing in the office.

15. the rose parade is held each year in pasadena on new year's day.

16. the age of reason began in england and france during the eighteenth century after the period of the renaissance.

17. the federal bill was introduced by senator cranston, passed by both houses of congress, but vetoed by the president.

18. do you prefer living in the west, or living east of the mississippi river?

19. barker brothers incorporated is having a sale on lee, levi, and wrangler men's western wear.

20. the cowboys play in the city of dallas during the nfl season.

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Grammar, Abbreviations, and Capitalization

PERFORMANCE TEST

Proofread the five enclosed documents for errors in grammar, abbreviations vocabulary, and capitalization. Correct each error and retype the document.

(If time or equipment is limited, mark and correct the errors, but do not retype.)

1. Memorandum -- Retype using the enclosed memo form.

2. Report -- Retype on plain white paper, with 2-inch top margin and 1-inch side and bottom margins.

3. Letter #1 -- Retype on letterhead stationery, using block style.

4. Letter #2 -- Retype on letterhead stationery, using modified block style.

5. Letter #3 -- Retype on letterhead stationery, using block style.

American Electronics Co.

MEMO

To: All Employees

From: S. W. Hart, manager

Date: Oct. 4, 19__

Subject: New Telephone System

A new phone system has been installed in our co. to upgrade the service we give to our customers. Its our hope that every employee will learn to use it efficiently and courteously.

Each button on the instrument is a single ext. line, accept the one marked "Hold." When the extension are in use, that button is lighted. For incoming calls, the telephone ring. First you press the button, than pick up the receiver, and greets the caller. Answer ringing extensions promptly, as callers doesn't like to weight, and co-workers may be annoyed by incessant ringing. Greet callers cheerfully with a clear voice and a pleasant tone. Use the "hold" button when you leave the line to get information or to locate a person being called. If the person is out or unable to take the call, offer to take a message. Make eligible notes of the callers name and no. on the designated stationary. Try to find out the nature of the business and ask weather someone else can except the call. Proper telephone techniques and courtesy will promote goodwill between our customers.

For further information concerning the new system, consult the users Manual or you're dept. supervisor.

What is your Occupational Ambition?

Many opportunities are available in the area of office employment. Not only is there a large number of jobs from which to choose, but also a wide range in the degree of challenge of these job's.

Entry Level Positions is usually classified as Clerical. In these jobs, its the workers responsibility to perform the repetitious and routine duties that are necessary for the smooth operation of offices throughout the world. Higher level positions are marked by more responsibility and the need for most initiative. however, the higher one climbs in the corporate structure, the less opportunities one has for advancement, and the amount of competition for these openings is greatest.

There are many titles used to identify positions in Office Employment. A large companys personal dept. may list positions such as file clerk, mail clerk, receptionist, clerk-typist, machine transcriber, jr. and sr. steno., executive secretary, admin. assistant, word processing supervisor, and office manager. Of course, specific job titles and descriptions of the duties vary between company's. For the most part, however, there are ample opportunity to choose a position that fits ones interest and ability.

A successful climb up the employment ladder is achieved by those who have adequate training and take pride in performing there jobs good. An opportunity for a position at the top are usually earned through years of experience and/or advanced education. The question is, "where do you wish too be on the ladder of office employment?"

Letter #

ASSOCIATION OF BUSINESS LEADERS

CHAPTER VII

Bradburn, Oklahoma 69203

Dec. 15, 19__

Ms. Dorothy Fuller
1675 Meadows Ave.
Bradburn, OK 69203

Dear Ms. Fuller:

I am pleased to notify you of your election as president of the Assn. of business leaders. Our clubs installation dinner will be held on Jan. 20 at 7:30 PM at the Old Hickory country club. The bldg. is located too miles South of town on Hwy. 91. After a short business meeting, the ceremony will be formerly conducted by mayor Bernard Saint Clair. The agenda for the evening will be as follows:

1. dinner
2. reading of the minutes
3. treasurers report
4. installation of officers

In addition too yourself, the slate of officers include: Joan Wells, Vice-president; Pat Ferguson, sec.-treasurer; and betty Davis, Parliamentarian.

Congratulations on you're election. Im certain you will fulfil your duties very good. I look forward to a prosperous year for our Club.

Truly Yours,

Sandra Vaughn
nominating committee chairperson

Elmwood Elementary SCHOOL

1000 Baker Boulevard Kerrville, Texas 78028 August 15, 19__

Playmor Gym Equipment
946 Lexington Dr.
Los Angeles, CA 90028

Gentlemen:

As Head of the Committee for school improvements, I have been asked to investigate the availability of playground equipment. The following criteria has been suggested for the selection of the equipment we plan to purchase:

1. durability
2. reasonable cost
3. economical maintenance
4. flexibility of purpose

A sum of $10,000 have been set aside by the Financial Office of are District. However, the Committee has not agreed on the expenditure limits for each of the three area's under consideration. We want to be certain that each of the children have ample opportunity for fiscal exercise. We also want equipment that provide relaxation and recreation. In addition, the equipment will be used for learning experiences. A number of parents has shown a particular interest in the ladder criteria.

Does your Company have equipment that would meet our needs? Please send information, Catalogs, and Price Lists concerning you're products. If their is a charge for your Catalog, please sent it C.O.D. Our committee will analysis this datum and make a decision as too which equipment would be more perfect for our School. I look forward to hearing from you soon, as the Committee meets at Noon on Sept. 1.

Cordially Yours,

S. P. Saint James, PHD
School Psychologist

PLAYMOR
GYM EQUIPMENT

August 20, 19__

S. P. Saint James, PHD
School Psychologist
Elmwood Elementary School
Kerrville, TX 78028

Dear Doctor Saint James:

Thank you for your letter of Aug. 15, in which you asked for information concerning our Playground Equipment. Im pleased to finish the information you requested.

Our Company specializes in playground equipment for Elementary Schools. We stock only the best quality, but we feel our prices are reasonable when compared with all others on the market. The enclosed Catalog shows a variety of equipment with a wide range of uses and purposes.

Let me call you're attention to several items we are featuring this Fall at Special Introductory Prices. The larger trampoline, on Page 7, is excellent for building childrens coordination and stamina. It measures 16 ft. in diameter and for a limited time is priced at only $1,900. Our jungle jim is a favorite of many children. They can swing, climb, and explore to there hearts content. It's durable construction of six-in. treated beams assure maintenance-free use for many years. It, to, is specially priced during Sept. for a savings of $1,000 of the regular price.

All our merchandise is shipped F.O.B. from our L.A. Warehouse. Orders of 100 lbs. or less travel via united parcel post truck service, while orders in access of 100 lbs. go by Railway express. Many of our satisfied customers say, "service is best with Playmor!"

I hope the enclosed information will be helpful to you and your Committee. If there is anyway in which our Company can be of service to you, please call me at our toll-free no. 800-900-6892.

sincerely yours,

Arturo Sazo
sales manager

enclosure

946 Lexington Drive Los Angeles, California 90028 Telephone (800-900-6892)

Letter #1

ASSOCIATION OF BUSINESS LEADERS

HAPTER VII

Bradburn, Oklahoma 69203

Elmwood
Elementary
SCHOOL

1000 Baker Boulevard Kerrville, Texas 78028

38

PLAYMOR
GYM EQUIPMENT

946 Lexington Drive Los Angeles, California 90028 Telephone (800-900-6892)

ANSWER KEYS

50-Point Test

1. is
2. has
3. are
4. was
5. are
6. was
7. formula
8. data
9. parentheses
10. crisis
11. most
12. harder
13. square
14. worse
15. least
16. affect, effect
17. personal, personnel
18. between, among
19. accept, except
20. fewer, less

21. T
22. F
23. F
24. T
25. F
26. F
27. T
28. F
29. T
30. F
31. T
32. T
33. F
34. T
35. F
36. F
37. T
38. F
39. F
40. T

41. Chris's
42. children's
43. Al and Bertha Jones's
44. sisters-in-law's
45. Sally's, James's

46. (t)he (a)pple microcomputer will be sent, (cod), on (a)pril 12 and should arrive before 5 (pm) on (f)riday.
COD
c.o.d.
p.m.

47. (t)he author used (r)oman numerals to mark the chapters of the book entitled, (w)ord (p)rocessing in the (o)ffice.

48. (t)he (a)ge of (r)eason began in (e)ngland and (f)rance during the eighteenth century after the period of the (r)enaissance.

49. (t)he federal bill was introduced by (s)enator (j)anston, passed by both houses of (c)ongress, but vetoed by the (p)resident.

50. (d)o you prefer living in the (w)est, or living east of the (m)ississippi (r)iver?

Performance Objective 1

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. T
10. F
11. F
12. F
13. is
14. is
15. has
16. are
17. was
18. doesn't
19. was
20. are
21. want
22. was
23. Wear and tear, is
24. number, will be made
25. Barker Brothers, is having
26. are, models
27. committee, disagree
28. president and board, will make
29. Headquarters, will approve
30. Every man and woman, is expected
31. Three-quarters, has been
32. office, will be

Performance Objective 2

1. formulae
2. basis
3. data
4. parentheses
5. Thesis
6. curricula
7. alumni
8. criterion
9. styli
10. crisis
11. S
12. P
13. S
14. S
15. P
16. S
17. S
18. P
19. S
20. P
21. S
22. P
23. S
24. S
25. P
26. S
27. S
28. P
29. P
30. P

Performance Objective 3

1. F
2. F
3. T
4. F
5. T
6. T
7. T
8. F
9. F
10. T
11. P
12. P
13. A
14. C
15. P
16. A
17. C
18. P
19. C
20. P
21. S
22. A
23. C
24. P
25. C
26. C
27. S
28. A
29. S
30. A
31. S
32. P
33. S
34. S
35. A
36. better
37. most
38. largest
39. harder
40. easy
41. square
42. difficult
43. worse
44. least
45. fewer

Performance Objective 4

1. T
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. F
11. Chris's
12. child's
13. children's
14. cake's
15. Al and Bertha Jones's
16. sisters-in-law's
17. foxes'
18. Betty Ray, the grandmother's
19. party's
20. Sally's and James's

21.	father's	fathers'
22.	company's	companies'
23.	man's	men's
24.	boss's	bosses'
25.	child's	children's
26.	fox's	foxes'
27.	firefighter's	firefighters'
28.	deer's	deer's
29.	wife's	wives'
30.	lady's	ladies'
31.	employee's	employees'
32.	secretary's	secretaries'
33.	Mary's	Marys'
34.	James's	Jameses'
35.	Rodriguez'	Rodriguezes'
36.	mother-in-law's	mothers-in-law's
37.	clerk-typist's	clerk-typists'
38.	attorney general's	attorneys general's
39.	curriculum's	curricula's
40.	alumnus's	alumni's

Performance Objective 5

1. affect, effect
2. good, well
3. capital, capitol
4. physical, fiscal
5. personal, personnel
6. between among
7. farther, further
8. accept, except
9. fewer, less
10. number, amount
11. RESPECTFULLY
12. EFFECT
13. AMOUNT
14. ACCEPT
15. ADAPT
16. STATIONARY
17. FORMERLY
18. AFFECT
19. CAPITAL
20. EXCEPT
22. FORMALLY
23. CAPITOL
24. NUMBER
25. FARTHER
26. STATIONERY
27. RESPECTIVELY
28. LIE
29. FURTHER
30. LAY

Performance Objective 6

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. F
9. F
10. T
11. p.m.
12. amt.
13. B.C.
14. CA
15. Capt.
16. Blvd.
17. c.o.d./COD
18. Co.
19. Dept.
20. Dr.
21. etc.
22. ft.
23. f.o.b/FOB
24. Fri.
25. Gov.
26. in.
27. Inc.
28. Jan.
29. Jr.
30. lt.
31. memo
32. mt.
33. midnight
34. MN
35. Mr.
36. Miss
37. Mrs.
38. NY
39. noon
40. N.E.
41. pd.
42. P.S./PS
43. St. Paul
44. Sen.
45. qt.
46. St.
47. CST
48. Ed.D
49. Ph.D
50. RSVP
51. PTA
52. CPA
53. AMA
54. CPS
55. MBA
56. FBI
57. IBM
58. YMCA
59. SPCA
60. NAACP

Performance Objective 7

1. F
2. F
3. T
4. T
5. T
6. T
7. F
8. F
9. F
10. T

11. (i)n the spring, former members of the (f)rench (f)oreign (l)egion will meet in (a)ustin for their twentieth reunion.

12. (t)he (a)pple microcomputer will be sent, c.o.d. or COD (cod), on (a)pril 12 and should arrive before 5 (pm) p.m. on (f)riday.

13. (t)he (c)onstitution of the (u)nited (s)tates says, "(a)ll men are created equal."

14. (t)he author used (r)oman numerals to mark the chapters of the book entitled, (w)ord (p)rocessing in the (o)ffice.

15. (t)he (r)ose (p)arade is held each year in (p)asadena on (n)ew (y)ear's (d)ay.

16. (t)he (a)ge of (r)eason began in (e)ngland and (f)rance druing the eighteenth century after the period of the (r)enaissance.

17. (t)he federal bill was introduced by (s)enator (c)ranston, passed by both houses of (c)ongress, but vetoed by the (p)resident.

18. (d)o you prefer living in the (w)est, or living east of the (m)ississippi (r)iver?

19. (b)arker (b)rothers (i)ncorporated is having a sale on (l)ee, (l)evi, and (w)rangler men's western wear.

20. (t)he (c)owboys play in the city of (d)allas during the (nfl) season.

American Electronics Co.

MEMO

To: All Employees

From: S. W. Hart, manager

Date: Oct. 4, 19__

Subject: New Telephone System

A new phone system has been installed in our co. to upgrade the service we give to our customers. It's our hope that every employee will learn to use it efficiently and courteously.

Each button on the instrument is a single ext. line, except the one marked "Hold." When the extension is in use, that button is lighted. For incoming calls, the telephone rings. First you press the button, then pick up the receiver, and greet the caller. Answer ringing extensions promptly, as callers don't like to wait, and co-workers may be annoyed by incessant ringing. Greet callers cheerfully with a clear voice and a pleasant tone. Use the "hold" button when you leave the line to get information or to locate a person being called. If the person is out or unable to take the call, offer to take a message. Make eligible notes of the callers name and no. on the designated stationary. Try to find out the nature of the business and ask weather someone else can except the call. Proper telephone techniques and courtesy will promote goodwill between our customers.

For further information concerning the new system, consult the users Manual or you're dept. supervisor.

Possible:

25 =	100%	21 =	84%
24 =	96%	20 =	80%
23 =	92%	19 =	76%
22 =	88%	18 =	72%
		17 =	68%

BEST COPY AVAILABLE

ANSWER KEYS

American Electronics Co.

MEMO

To: All Employees

From: S. W. Hart, Manager

Date: October 4, 19__

Subject: New Telephone System

A new telephone system has been installed in our company to upgrade the service we give to our customers. It's our hope that every employee will learn to use it efficiently and courteously.

Each button on the instrument is a single extension line, except the one marked "hold." When the extension is in use, that button is lighted. For incoming calls, the telephone rings. First you press the button, then pick up the receiver, and greet the caller. Answer ringing extensions promptly, as callers don't like to wait, and co-workers may be annoyed by incessant ringing. Greet callers cheerfully with a clear voice and a pleasant tone. Use the "hold" button when you leave the line to get information or to locate a person being called. If the person is out or unable to take the call, offer to take a message. Make legible notes of the caller's name and number on the designated stationery. Try to find out the nature of the business and ask whether someone else can accept the call. Proper telephone techniques and courtesy will promote goodwill among our customers.

For further information concerning the new system, consult the user's manual or your department supervisor.

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Report

What is your Occupational Ambition?

Many opportunities are available in the area of office employment. Not only ~~is~~ are there a large number of jobs from which to choose, but also a wide range in the degree of challenge of these jobs.

Entry level positions ~~is~~ are usually classified as clerical. In these jobs, it's the worker's responsibility to perform the repetitious and routine duties that are necessary for the smooth operation of offices throughout the world. Higher level positions are marked by more responsibility and the need for ~~most~~ more initiative. However, the higher one climbs in the corporate structure, the ~~less~~ fewer opportunities one has for advancement, and the amount of competition for these openings is ~~greatest~~ greater.

There are many titles used to identify positions in office employment. A large company's ~~personal dept.~~ personnel department may list positions such as file clerk, mail clerk, receptionist, clerk-typist, machine transcriber, ~~jr.~~ junior and ~~sr. steno.~~ senior stenographer, executive secretary, ~~admin.~~ administrative assistant, word processing supervisor, and office manager. Of course, specific job titles and descriptions of the duties vary ~~between company's.~~ among companies. For the most part, however, there ~~are~~ is ample opportunity to choose a position that fits one's interest and ability.

A successful climb up the employment ladder is achieved by those who have adequate training and take pride in performing ~~there~~ their jobs ~~good~~ well. An opportunity for a position at the top ~~are~~ is usually earned through years of experience and/or advanced education. The question is, "~~where~~ W do you wish ~~too~~ to be on the ladder of office employment?"

Possible:		
	32 = 100%	27 = 84.4%
	31 = 96.9%	26 = 81.3%
	30 = 93.8%	25 = 78.1%
	29 = 90.6%	24 = 75.0%
	28 = 87.5%	23 = 71.9%
		22 = 68.8%

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ANSWER KEYS

What Is Your Occupational Ambition?

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There are many titles used to identify positions in office employment. A large company's personnel department may list positions such as file clerk, mail clerk, receptionist, clerk-typist, machine transcriber, junior and senior stenographer, executive secretary, administrative assistant, word processing supervisor, and office manager. Of course, specific job titles and descriptions of duties vary among companies. For the most part, however, there is ample opportunity to choose a position that fits one's interests and ability.

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ASSOCIATION OF BUSINESS LEADERS

CHAPTER VII — Bradburn, Oklahoma 69203

December
Dec. 15, 19__

Ms. Dorothy Fuller
1675 Meadows Ave. Avenue
Bradburn, OK 69203

Dear Ms. Fuller:

I am pleased to notify you of your election as president of the Assn. Association of business leaders. Our clubs installation dinner will be held on January Jan. 20 at 7:30 PM p.m. at the Old Hickory country club. The bldg. is building located too two miles south of town on Hwy. 91. After a short business meeting, the ceremony will be formerly formally conducted by mayor Bernard St. Saint Clair. The agenda for the evening will be as follows: Highway

1. dinner
2. reading of the minutes
3. treasurers treasurer's report
4. installation of officers

In addition too to yourself, the slate of officers includes: Joan Wells, Vice-president; Pat Ferguson, sec.-treasurer; and betty Davis, parliamentarian. secretary

Congratulations on you're your election. Im I'm certain you will fulfil fulfill your duties very good well. I look forward to a prosperous year for our club.

Truly Yours,

Sandra Vaughn
nominating committee chairperson

Possible:		
	37 = 100%	31 = 83.8%
	36 = 97.3%	30 = 81.1%
	35 = 94.6%	29 = 78.4%
	34 = 91.9%	28 = 75.7%
	33 = 89.2%	27 = 73.0%
	32 = 86.5%	26 = 70.3%
		25 = 67.6%

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LETTER #1.

ASSOCIATION OF BUSINESS LEADERS

CHAPTER VII

Bradburn, Oklahoma 69203

December 15, 19__

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Bradburn, OK 69203

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Truly yours,

Sandra Vaughn
Nominating Committee Chairperson

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LETTER #2

Elmwood Elementary SCHOOL

1000 Baker Boulevard Kerrville, Texas 78028 August 15, 19__

Playmor Gym Equipment
946 Lexington Dr. Drive
Los Angeles, CA 90028

Gentlemen:

As head of the committee for school improvements, I have been asked to investigate the availability of playground equipment. The following criteria has been suggested for the selection of the equipment we plan to purchase: have

1D durability
2R reasonable cost
3E economical maintenance
4F flexibility of purpose

A sum of $10,000 has have been set aside by the financial office of our are District. However, the committee has not agreed on the expenditure limits for each of the three area's under consideration. We want to be certain that each of the children has have ample opportunity for physical fiscal exercise. We also want equipment that provide relaxation and recreation. In addition, the equipment will be used for learning experiences. A number of parents has shown a particular interest in the ladder criteria. latter criterion have

Does your company have equipment that would meet our needs? Please send send your information, catalogs, and price lists concerning you're products. If c.od. or COD there their is a charge for your catalog, please sent it C.O.D. Our committee will analyze analysis this datum and make a decision as too which equipment would be more perfect best for our school. I look forward to hearing from you soon, as the committee meets at Noon on Sept. 1. to September data

Cordially Yours,

S. P. St. Saint James, Ph. D. PHD
School Psychologist

Possible:

41	= 100%	34	= 82.9%
40	= 97.6%	33	= 80.5%
39	= 95.1%	32	= 78.0%
38	= 92.7%	31	= 75.6%
37	= 90.2%	30	= 73.1%
36	= 87.8%	29	= 70.7%
35	= 85.4%	28	= 68.3%

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ANSWER KEYS

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Cordially yours,

S. P. St. James, Ph.D.
School Psychologist

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Letter #3

PLAYMOR
GYM EQUIPMENT

August 20, 19__

S. P. Saint James, PHD
School Psychologist
Elmwood Elementary School
Kerrville, TX 78028

Dear Doctor Saint James:

Thank you for your letter of Aug. 15, in which you asked for information concerning our playground equipment. Im pleased to finish the information you requested.

Our company specializes in playground equipment for elementary schools. We stock only the best quality, but we feel our prices are reasonable when compared with all others on the market. The enclosed catalog shows a variety of equipment with a wide range of uses and purposes.

Let me call you're attention to several items we are featuring this fall at special introductory prices., The larger trampoline, on page 7, is excellent for building childrens coordination and stamina. It measures 16 ft. in diameter and for a limited time is priced at only $1,900. Our jungle jim is a favorite of many children. They can swing, climb, and explore to there heart's content. It's durable construction of six in. treated beams assure maintenance-free use for many years. It, to, is specially priced during Sept. for a savings of $1,000 of the regular price.

All our merchandise is shipped F.O.B. from our L.A. warehouse. Orders of 100 lbs. or less travel via united parcel post truck service, while orders in access of 100 lbs. go by railway express. Many of our satisfied customers say, "service is best with Playmor!"

I hope the enclosed information will be helpful to you and your committee. If there is anyway in which our Company can be of service to you, please call me at our toll-free no. 800-900-6892.

Sincerely yours,

Arturo Sazo
sales manager

Enclosure

Possible:

49 = 100%	41 = 83.7%
48 = 97.9%	40 = 81.6%
47 = 95.9%	39 = 79.6%
46 = 93.9%	38 = 77.6%
45 = 91.8%	37 = 75.5%
44 = 89.8%	36 = 73.5%
43 = 87.8%	35 = 71.4%
43 = 85.7%	34 = 69.4%

ANSWER KEYS

BEST COPY AVAILABLE

PLAYMOR
GYM EQUIPMENT

August 20, 19__

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School Psychologist
Elmwood Elementary School
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Sincerely yours,

Arturo Sazo
Sales Manager

Enclosure

946 Lexington Drive Los Angeles, California 90028 Telephone (800-900-6892)